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ABSTRACT

Huron (South Dakota) Senior High School is developing a model information retrieval program using audio tape cassettes. Using Title III money, the school, which has 1,000 students, will add 1,000 commercially produced tapes and 1,500 locally produced tapes to its library, along with listening stations, tape recorders, cassette players, duplicating equipment, and other necessary equipment. It was decided that cassette equipment is more appropriate than a dial access system for a school of this size because it is less costly and more flexible. To increase the competence of teachers in use of this equipment, a pre-service training meeting and three in-service meetings will outline the project and provide training in production, selection, and use of tapes. With the help of teachers and librarians, students will be encouraged to make full use of the equipment in all of their classes. An appendix outlines the cost of the project. (JK)

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AUDIO RETRIEVAL INFORMATION PROGRAM

TITLE III

HURON SENIOR HIGH SCHOOL

Huron, South Dakota

EM 009 215

Ella Mae Korthals

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HYPOTHESIS

Based on personal interviews of staff and administration conducted by the director, is the conclusion that the following conditions exist in our high school:

1. Teachers are not reaching their potential teaching capacities because of lack of multi-media resources.
2. Limited learning strategies are being used.
3. Students live in a world of sound and would respond favorably to learning with the help of audio technical devices.
4. Limited choices of media exist in many curriculum areas.
5. Unresponsive students are so because of reading disabilities.
6. Some students need courses that could be mastered independently with the use of cassettes.
7. Master collections which could greatly enrich curriculum and teacher or student interest areas are lacking.
8. Students tend to choose methods of learning that require least expenditure of effort and time.
9. Some students could benefit from review or reteaching of audio lessons.

We believe our students should:

1. Acquire basic knowledge.
2. Acquire basic skills.
3. Acquire training in technical skills required for living today.
4. Develop skills and practice in critical intellectual inquiry.
5. Understand values inherent in the American way of life.
6. Be prepared to adapt to a changing world.
7. Develop cultural appreciations.
8. Develop sound moral values.
9. Develop positive self concept and facility for good human relations.

We further believe:

1. Audio-media will enhance use of visual media.
2. Technical devices free the teacher for more individualized instruction.
3. Audio-media will motivate teachers and students alike because subject matter is often written uninterestingly or at a level too high or too low for specific students' capacities at a given time.
4. Teachers should keep up with the new trends and techniques of education.
5. Students must actively assume the primary responsibility for learning, and audio media will give them the needed nudge.

PRIMARY OBJECTIVES COVER THREE MAJOR AREAS:

1. A Model Program
2. Teacher Development
3. Student Development

I. Objective # 1

To develop a model informational retrieval program utilizing cassettes.

II. Procedures to obtain this objective

1. The number of resources in the library will be increased by adding 1,000 commercially produced tapes and 1,500 locally produced tapes.
2. Investigation, selection, and purchasing of equipment and supplies for duplicating collections of master audio materials and locally produced materials for individual and teacher use to satisfy the needs of 1,000 students and 50 teachers will be made.
3. Files of catalogs and flyers of new materials, equipment, and supplies related to audio-visual products from dealers, current publications, and other such sources will be organized.
4. Continual research relative to audio media and its use will be conducted.
5. Media specialists will be consulted relative to their findings regarding informational retrieval systems in other secondary schools.

6. Visitations to other schools with media centers or retrieval systems will be made by personnel involved in planning the program.
7. Twenty-nine listening stations will be electrically wired, nineteen in the central library and ten in the resource center.
8. Through the central library, a means will be established for students and teachers to acquire a variety of educational materials, equipment, and supplies through this program.
9. Accurate, complete, and well-organized records will be kept and made available upon request. Categories will include:
   a. Expenditures
   b. Evaluation data
   c. Resource lists
   d. Program operational directions
   e. Advantages, disadvantages, and pitfalls
   f. Recommendations and comments
10. Technical assistance will be provided for both teachers and students needing or requesting it.

V. ANTECEDENTS OF OBJECTIVE # 1

INTENTS:

EQUIPMENT

A. Specific equipment added for this project

1. One high speed duplicator with attachments for cassette to cassette and reel to cassette recording is essential because many students and teachers may want to use the same tape at the same time and as many copies as are in demand can be produced to satisfy this student or teacher need.
2. Fifty tape recorders are needed to satisfactorily record programs produced on the local level.
3. Fifty cassette players will be a necessary part of the project to allow students to listen to tapes in their own choice of time and place of study.
4. One hundred headsets with adaptors to fit the players and recorders will be needed to insure private listening.
5. An A-V Cart will be necessary to transport small equipment from area to area within the senior high school building.
6. A cassette recorder-pulser is an essential part of this project and is to be used to record and pulse cassettes which in turn will give a synchronized audio-visual playback using filmstrips and/or slides as the video portion.
7. One copier is needed for copying printed instructions or information which must accompany a specific lesson recorded on a specific cartridge.

8. Two record players must be included to be used to preview records before transferring to a cassette and to record onto a cassette on a 1:1 basis.
9. Two reel tape recorders need to be added to be used to preview reel tapes before transferring to a cassette and to record onto a cassette on a 1:1 basis.
10. Four Dukane All Cassette A-V Matic film strip projectors to show film strips accompanied by cassette narrations (in small groups) are needed.
11. Fifteen individual filmstrip previewers would provide for individual use when the narration for the filmstrip is on a cassette and the student is using a player for the audio portion.
12. One porta-trace light table to be used to arrange transparent visual materials to coincide with locally produced audio media is essential.
13. One slide mounter is necessary to produce locally the slides needed to accompany audio portions of programs developed by students and teachers.
14. One cassette Sound-Off is necessary to erase tapes that no longer are used because of the information recorded on them.
15. One dissolve unit is needed to synchronize video programs with audio materials.
16. One camera is necessary to aid in the preparation of locally produced Sight and Sound presentations and to validate in visual form some of the activities of this project.

17. A light stand needs to be a part of the physical set up in the production laboratory for the locally produced Sight and Sound programs.

B. Other equipment housed in the Senior High School available for use in this program includes:

1. 11 film strip previewers
2. 18 film strip projectors
3. 26 record players (need at least 2 of these in the project)
4. 17 tape recorders--reel (need 2 of these in the project)
5. 2 carousel slide projectors
6. 16 cassette recorders (these would be a portion of the 50 required for the project)

FACILITIES

Space in the Huron Senior High School

1. Central library with 19 electrically wired carrels. Two carrels in the library will have facilities for group listening.
2. Language and social studies resource center with 10 electrically wired carrels, all individual listening stations.
3. Independent department areas such as home economics, agriculture, science, business and others equipped with outlets only for individual listening--no carrels set up. Duplicate tapes will be housed in these areas.
4. The central library for storage of tape recorders, tape players, head sets, record players and viewers.
5. Laboratory for duplication work and for work connected with coordination of audio and video materials.
6. A sound-proof cubicle for recording scripts locally.

INSTRUCTIONAL MATERIALS

A. Tapes

1. 2,000 blanks, 60 minute cartridges for development by teachers and students.
2. 1,000 commercially prepared tapes
   a. 10% student selected with no restrictions
   b. 30% student-teacher selected
   c. 60% teacher-librarian-director selected

B. Records

1. 500 records to be selected over a 3-year period
2. Will include narrations, music collections, documentaries, literature, and other curriculum-oriented materials.

C. Accompanying media

1. Printed matter suitable for taping locally (scripts, readings, etc.)
2. Filmed media such as slides and fimstrips that can be enhanced with audio accompaniment.

SPECIALISTS AND CONSULTANTS

A. Consultants will be representative of such different areas of specialization as: production, purchasing, materials and equipment, use of audio-media on the high school level, and others.

B. Consultants will be:

Dr. Harris Jackoway--University City High School
University City, Missouri

Taylor Audio-Visual Specialists--Huron, South Dakota

Dr. Dell Colwell--University of South Dakota
Vermillion, South Dakota

Dr. Dave Mathias--Cherry Creek School District
Englewood, Colorado

Dr. Bruce Milne--University of South Dakota
Vermillion, South Dakota

Others yet undetermined

C. Visitations:

University City Senior High School
University City, Missouri

Marshall Senior High School
Marshall, Minnesota

Title II Demonstration Center
Logan, Utah

Educational Media Center
University of South Dakota
Vermillion, South Dakota

Mitchell Junior High School
Mitchell, South Dakota

Others yet undetermined

FINANCIAL NEEDS AND RESOURCES

Estimated Project Cost:

1. Planning grant	$ 6,000	Title share
2. First year --operational	$ 34,691	Title share
3. Second year -- operational	$ 16,000	Title share

COMMITMENTS

A. Board of Education, Huron Independent School District # 4.

Regular Board Meeting, December 14, 1970

"Motion by Manolis, second by Ingle that the Huron Public Schools accept the Title III Grant and proceed to set up the program. Upon roll call all voted for the motion."

Special Board Meeting, February 22, 1971

"Motion by Swenson, second by Manolis, that contract of Mrs. Ardis Young, Teacher, be approved. Contract to be effective February 22, 1971, and be for $2743 for the balance of the school year. Upon roll call all voted for the motion."

(Mrs. Young replaced Mrs. Korthals, who is now devoting half time to the Title III Audio Retrieval Program.)

B. Harlan Meyer, Chairman of the Huron Board of Education and Manager of the Association of General Contractors of South Dakota Incorporated, has stated, "One of the concerns of the Huron Board of Education when it endorsed the change to flexible scheduling in 1967 was lack of funds to provide a variety of resource materials for use by students on their unstructured time. As a father of three children who have experienced this new program, I am aware that although students have greater access to the materials now than they had in the past, that also the lack of audio-visual materials has become more noticeable and more acute."

PERSONNEL TRANSACTIONS

The Program Director will:

1. Contact and make arrangements for assistance from consultants, specialists, and other media informational resources
2. Consult with media specialists who have varied experiences and backgrounds of information
3. Set up evaluation instruments with the aid of a consultant
4. Direct the use of the evaluation instruments as suggested by the consultant
5. Chart, interpret, and report data with the help of the consultant
6. Provide for dissemination of data upon request
7. Be held accountable for equipment, supplies, and operation of the project
8. Plan the program operation
9. Maintain accurate and complete records and files available for inspection
10. Provide in-service training in the preparation of material
11. Provide in-service training in the use of equipment
12. Assist in the selection of commercially prepared materials
13. Assist in the programming of materials
14. Assist in the development of the evaluation program
15. Provide for the duplication of tapes as needed for curriculum use
16. Encourage and assist in the production of tapes
17. Assist the teachers in the technical operations
18. Consult with department heads, teachers, and librarians relative to needs

19. Make final selection of materials to be ordered, order them, and make circulation the responsibility of the central librarian
20. Order prepared audio materials and have them in turn library-processed by the librarian--all locally produced tapes which need duplication will be treated in the same manner as a commercially prepared tape
21. Order, with the help of the librarian, tapes for the purpose of curriculum or special interest enrichment
22. Hold individual conferences with the librarian and teachers relative to project operations, outcomes and evaluations
23. Plan with the librarian the in-service meetings involving the library
24. Research current literature relative to audio supplies, equipment, and procedures
25. Acquire and maintain a file of flyers and catalogs of audio equipment and supplies
26. Direct the program operation relative to instructional materials.

Consultants, teachers and/or director will:

1. Assist in the implementation of the production and use of all materials and equipment
2. Participate in the in-service training meetings in the areas of production, equipment, etc.
3. Assist in the development of the evaluation program
4. Give technical assistance to those needing the services

The librarian will:

1. Instruct students on how to operate audio-equipment
2. Post printed operation instructions in each listening carrel
3. Catalog all audio materials suitable for student and teacher use
4. Provide for circulation of materials
5. Keep a record of the types of student requests for service
6. Keep a record of the number of student requests satisfactorily filled
7. Provide for circulation to teachers of equipment and supplies to record lectures, discussions, or other retrievable audio information
8. Record the number and type of teacher requests
9. Record the number of teacher requests satisfactorily filled
10. Have on file the current bibliographies of all audio materials available on request
11. Provide a means of circulation of audio materials and equipment for student and teacher use
12. Compile a complete listing of all audio materials, both purchased and locally produced tapes
13. Provide housing in the central library for circulation materials and equipment

IV. OUTCOMES

ACHIEVEMENTS: For Objective # 1

1. An audio library will be established containing both purchased and locally produced tapes--2,500 tapes total.
2. Equipment for audio-retrieval system will be acquired in the kind and amount needed for 1,000 student enrollment.
3. A laboratory will be set up for copying and duplicating audio master materials, and technical assistance will be furnished in the laboratory.
4. Listening stations will be made available for 35-40 students at one time.
5. The circulation of library audio materials will be increased 100%.
6. Files will be established containing flyers and catalogs for future use and purchasing of audio media.
7. Experimentation and testing will prove valuable to secondary schools.
8. Adequate evaluation tools will be set up, used, and data charted and reported.
9. Facilities, equipment, supplies, and technical assistance will be provided to aid in the local production of audio programs.

IMPACT ON ADMINISTRATION

1. Cost benefits should be more satisfying.
2. Ease of operation and administration will be enlightening.
3. Success of the program will stimulate favorable interest in working with other pilot programs.
4. Feelings of pride and satisfaction will be experienced in making this contribution to the field of education.

ASPIRATIONS

1. This audio retrieval program will become a model for other schools to follow.
2. The library or multi-media center will be more firmly established as a learning center of the school.
3. This program will become a part of the total school program--K through 12.
4. The library will have the widest variety of resources imaginable available to students and teachers.
5. Facilities will be set up and arranged for easy access, encouraging their use as learning centers.
6. The program will be a continuing commitment directed by a full time staff member, oriented to both audio-visual and library work.

COST-BENEFIT

1. Comparative costs---

According to Dr. Dell Colwell, Director of Multi-Media Educational Systems at the University of South Dakota, Huron Senior High School with an enrollment of approximately 1000 students would need to spend $100,000 to $125,000 to buy a dial access system that would be minimally practical and of real educational value. This cost is excessive for the size school found in South Dakota.

2. Maintenance---

After ten months of experience with dial access at Marshall Senior High School, Marshall, Minnesota, the assistant superintendent and the electronics engineer employed by the school system have stated forcibly that only a very skilled technician is capable of maintaining the highly sophisticated equipment. These opinions have also been corroborated by Dr. Colwell and by Harris Jackoway at University City, Missouri. In addition to the cost factor of maintenance, the difficulty in hiring an engineer for a South Dakota school system could well be prohibitive. On the other hand the technical component of the cassette system is such that if any part gives excessive trouble, it would be possible to discard it rather than invest in expensive repairs.

3. Flexibility of Equipment---

A typical dial access system visited by our staff limits a student to 24 sources of taped information at any given time because of the technological restrictions of the equipment. The system envisioned by the proposed project would have a minimum of 3000 sources of taped information at any given time. Possibilities

for expansion and revision of materials are unlimited in a cassette retrieval system as proposed by the Huron Project, since expansion is limited only by the cost of the cassette tapes, whereas extending the dial access program involves costly expenditures for additional technological equipment.

4. Flexibility for use---

First of all, dial access forces a student to use the information at a specific place in the school at a time limited by the availability of the equipment to him and by the student's own schedule. Huron's proposal for a cassette retrieval system can provide the student a personal copy of any information available in the multi-media bank of materials for his use in school, in his car, or at home during any hour of the day or night.

Secondly, and this is a major disadvantage of dial access, the student or teacher cannot control the tape, other than starting or stopping it. If a person is distracted and misses a point in the taped presentation or if he does not grasp the meaning immediately, he cannot stop the tape at any place and rewind it to hear a portion again; instead he must hear the tape through to the end and begin again to reach the point desired. The administration at Marshall Senior High School described this factor as a most serious limitation which they feel will necessitate a program of copying dial access materials onto cassette tapes for expanded use in 1970-71. It was also pointed out that cassette tapes can be altered at will; dial access tapes, on the other hand, are paired in such a way that it is impossible to edit one of the pair without changing the other tape. Marshall High School has found the need for editing the taped material so critical that they have chosen to reduce their available programs from 24 to 12.

5. If successful, the potential for other schools---

The cassette system as outlined in this project is much more suited to the size school to be found in South Dakota than is the dial access program. Both the basic installation and the maintenance costs of dial access are prohibitive to most schools in the state. However, regardless of cost, the learning advantages in a cassette system appear to be superior in flexibility of use and the possibilities for revision and expansion. A school of any size under any type of scheduling could utilize the advantages as outlined in the proposed Huron project.

W. Patrick Leonard, Director of Instructional Materials Center, College of Education, Temple University, Philadelphia, says in his article "Objective Performance Data on Microteaching Activities", "Audio equipment is relatively inexpensive when compared to videotape" and "the operation and maintenance of audio equipment tends to be simpler. Thus, less attention may be required for technical considerations and more may be paid to the business at hand--developing teaching skills."

I. Objective # 2

To increase the competence of teachers and project staff in the development and use of cassettes and other audio technical media.

II. Procedures to attain this objective:

1. Hold a pre-service training meeting during the curriculum workshop the first two weeks in June, 1971 in Huron Senior High School to--
   a. Explain the project
   b. Outline responsibilities of participants
   c. Present demonstrations relative to audio-media
2. Direct three in-service meetings during the 1971-72 school year to provide training in:
   a. Development of locally produced tapes
   b. Selection and use of audio materials
   c. Creative endeavors and teaching techniques
   d. Use of current literature relative to audio media
   e. Coordinating tapes with existing media
3. Carry on continual experimentation with audio media and equipment and perfect formation of judgments as to its effectiveness in specific situations
4. Plan programs using consultants and media specialists to assist teachers in using and developing cassettes
5. Catalog all audio materials suitable for student and teacher use

6. Develop means of easy acquisition of a variety of educational materials and equipment needed to develop and implement an audio retrieval system. Set this up through the central library
7. Develop the file of catalogs, flyers, literature, and general informations needed to aid the teachers, librarians, and director in the wise selection of materials, both hard and soft
8. Arrange and encourage visitations by teachers to other schools having media centers or audio-retrieval programs
9. Encourage teachers to preview materials under consideration for purchase
10. Hold individual and group conferences involving department heads, teachers, librarians, and project staff to discuss problems relating to the total operation of the audio retrieval program

III. ANTECEDENTS FOR OBJECTIVE # 2

Intents:

1. Teacher description

   a. All teachers are certified members of the Senior High School Staff.

   b. All participating teachers will volunteer to work in the project.

   c. No pre-requisite of audio-visual training is required.

   d. All participating teachers will exhibit interest in developing individualized materials.

2. Teacher Transactions

   Teachers will:

   a. Experiment with creative ideas and form judgments thereon

   b. Exchange ideas and techniques with others in the school

   c. Participate in conferences with other teachers, project director, and librarians

   d. Attend in-service training meetings

   e. Provide opportunity to new teachers to use materials prepared by more experienced instructors

   f. Preview prepared materials, thus gaining insight and knowledge related to curriculum building and enrichment

   g. Select and request prepared tapes suitable for curriculum needs and/or student interests

   h. Prepare some materials to be taped

   i. Develop bibliographies of materials both purchased and locally produced

j. Arrange for dispersal of these bibliographies

k. Encourage and assist students in the production of tapes

l. Assign use of some specific materials

m. Aid in the evaluation of the project

IV. OUTCOMES

Skills

Teachers will:

1. Be able to produce tapes of their own materials
2. Develop creative ideas into real learning situations
3. Acquire competence in selecting purchased tapes to fit the curriculum and student needs
4. Be able to enrich their course through the use of audio media
5. Be able to design instructional strategies for meaningful organization of audio learning experiences
6. Be able to guide students in the wise choice of media to complete assignments
7. Be able to make more valid self-evaluations by the use of feed-back informations provided ir audio media
8. Be able to make valid evaluations of the program
9. Be able to justify the increase in requests for audio media
10. Be able to operate audio equipment used in the program

Attitudes

Teachers will:

1. Become aware of the wide variety of audio media available
2. Have an appreciation of the place audio media occupies in today's educational system
3. Feel motivated because of the technical assistance provided
4. Be sensitive to the importance of keeping informed on current trends and techniques using audio media
5. Become involved in the program through experimentation in and exchange of techniques
6. Experience feelings of accomplishment from programs well done and well received
7. Form judgments relative to the use of audio-media occupies in today's educational system

Aspirations

1. All teachers would ascribe to the project and its services.
2. Curriculums of all courses would be enriched.
3. All teachers would reach the ultimate of their teaching potential.
4. Teachers would be motivated to spend extra time to up-grade or change instructional practices.
5. Teachers would consider this program as a deciding factor in considering change of employment.

Impact on teachers

1. Teachers will be stimulated to prepare more creative lessons for their students.
2. Teachers will have an increased sensitivity to the needs and capabilities of their students.
3. More teachers will be encouraged to be more receptive to change, including routine classroom procedures, assignments, resource lists, and teaching techniques.
4. Teachers' attentions will shift from "what they are teaching" to an evaluation of teaching skills used when they hear themselves on tapes.
5. Teachers will realize more time released from review and re-teaching practices.
6. Teachers will find audio equipment to be less obtrusive in a classroom than video-tape; therefore, teachers will more readily accept the use of this form of retrieval in their classes.
7. Ready availability, ease of use, and technical assistance where audio equipment is concerned will encourage teachers in its greater use.
8. Teachers will experience satisfaction knowing they have contributed to a job well done.

I. Objective # 3

To improve the quality of student performance in all areas of learning offered in the Huron Senior High School.

II. Procedures to attain this objective:

1. Develop an in-service training program and/or hold individual conferences with students to:
   a. Determine what audio information can or should be retrieved
   b. Give instructions on how to use and benefit from recorded materials
   c. Help students become acquainted with guides to selection and acquisition of prepared tapes fitting curriculum needs and student interests
   d. Aid students in their requests for and satisfactory operation of equipment and other audio materials
2. Students will be encouraged by both classroom instructors and librarians to use the facilities provided.
3. Audio materials will be cataloged suitably for student and teacher use. Librarians will encourage the use of these materials.
4. Upon request for materials, the librarian will give instructions to the student regarding operation of the necessary audio equipment. There will be printed instructions in each carrel.
5. A means of circulation of materials through the central library will be provided.

6. Teachers will distribute to students current lists of acquired audio materials which relate to specific academic areas or curriculum content.
7. Teachers will assign selected materials as required listening.
8. Teachers will suggest supplemental materials for listening.
9. Students will be given opportunities to work on projects together and to study together as a team.
10. Individual teacher-student conferences will be held on how to use and benefit from the recorded materials.
11. Teachers will make available to students various types of classroom activities.
12. Suitable materials, equipment, supplies, and facilities for students and teachers to record lectures, discussions, and other retrievable information will be provided.
13. Tapes will be duplicated as needed to satisfy the demand.
14. Students will use materials in the library or resource centers while in the school plant but can check out tapes overnight for use in their own players.
15. For those students who wish to build their own libraries, materials will be duplicated onto their tapes if this procedure does not violate a copyright.
16. Students and teachers will experiment with creative ideas.
17. Encouragement and technical assistance in the production of tapes and operation of equipment will be given.
18. Students will be allowed and encouraged to cooperate in the production of materials.

19. Students will prepare supplementary materials not readily available for student use.
20. Teachers will prepare supplementary materials not readily available for student use.
21. Students will aid in the selection of 30% of the commercially prepared materials. Students will select 10% of the materials--unassisted and unrestricted.
22. Students and teachers will cooperate in the evaluation of the project.

IV. OUTCOMES

1. Skills

Students will:

a. Improve in quality of performance in the academic areas

b. Be able to choose wisely the media which best suits their needs

c. Be able to assist other students in the use of audio media

d. Be able to coordinate audio media with other learning materials

e. Be able to operate audio equipment satisfactorily

f. Be able to produce tapes suitable for use by other students

2. Achievements

   a. The individual learner will be able to choose and thereby benefit from a variety of audio-media to suit his individual needs.

   b. The unresponsive student will be able to engage in active learning.

   c. The transfer student or student short of credits toward graduation will be able to program courses to fit his needs.

   d. Failing or near failing students will have the opportunity of review and re-teaching.

   e. Students will assume greater responsibility for completing assignments and will complete them in a shorter period of time.

   f. All students will have the opportunity for in-depth study.

   g. Students will be aided in self-evaluation by the immediate feedback provided by audio equipment. (Example: music, foreign language, dramatics)

3. Attitude

Students will:

a. Feel the use of audio media relevant

b. Favorably accept assignments using audio media

c. Appreciate a choice of media to fit the course assignment

d. Show preferences for the types of media which best suit their needs at a given time

e. Become conscious of the nearly unlimited educational information that is available through audio media

f. Be more willing to be contributing members of small group discussions; many will be actively involved

g. Derive ideas about specific subjects (example: American Government)

h. Find pleasure in listening to audio media for recreation and leisure

4. Aspirations

   a. All students would make use of and benefit from the project.

   b. Learning would become easier and of broader scope for all.

   c. Enrichment of students' lives and learning will help them to make wise choices and satisfying decisions as adults.

DISSEMINATION STRATEGIES

1. The appropriate audiences
    a. students and teachers of Huron High School
    b. administration and governing bodies of Huron High School
    c. parents and adult community members
    d. other school personnel interested in similar programs
2. Methods
    a. news media
        1) newspaper and newsletters
        2) radio
        3) educational magazines and journals
    b. publications
        1) brochures
        2) leaflets for open house activities
        3) agenda for inservice meetings
    c. visitation opportunities
        1) open house activities
        2) visitation requests encouraged
    d. spoken word at every opportunity
3. Analysis of audience needs
    a. facility layout including office, production laboratory, library and resource centers
    b. equipment--amount, kinds and varieties
    c. supplies--tapes, records, storage and others
    d. project information--records and files
    e. demonstrations--to show the use of equipment and supplies
    f. conferences--for discussion of common goals and problems

4. Matching needs to actual practice

   This does not apply until project becomes operative

5. Effective presentation to audience

   This does not apply until project becomes operative

6. Effective follow-up activity

   This does not apply until project becomes operative

7. Evaluation of dissemination process

   This does not apply until project becomes operative

APPENDIX

Staff Selection Criteria

Budgets

Original proposal

Revision December 30, 1970

Revision February 1, 1971

Revision March 31, 1971

Proposal for first operational year

Evaluation

Evaluation Proposals

Evaluation Instruments

Calendar of Implementation

PROGRAM DIRECTOR SELECTION CRITERIA

Our selection of Mrs. Ella Mae Korthals as project director was based upon the fact that her background and experience best suited our needs. The experiences listed below were the basis for our decision.

Mrs. Korthals has:

1. served as a consultant at Sibley, Iowa, when they started their multi-media project.
2. served as a member of the Lake Region Symposium for Home Economics.
3. served as a librarian for the Huron City Library.
4. served as a teacher for sixteen years.
5. has written numerous independent study packets.
6. has had considerable experience with vocational programs.
7. has experimented with an audio retrieval system.

BUDGET

ITEM	COST OF ITEM	TOTAL COST
1 Automatic Copier	$ 2,200.00	$ 2,200.00
40 Cassette Tape Recorders	80.00	3,200.00
60 Headsets	5.00	300.00
2000 Cartridges (60 min.)	1.50	3,000.00
1000 Prepared Cartridges	8.00	8,000.00
Consultant Fees and Staff Travel	1,000.00	1,000.00
One Tape Duplicator	2,200.00	2,200.00
Substitute Teacher Salary	2,000.00	2,000.00
Para-professional Assistance	2,000.00	2,000.00
One Full-time Certified Staff Member	9,000.00	9,000.00
Electrical Work	800.00	800.00
Fixed Charges	800.00	800.00
Evaluation	2,000.00	2,000.00
TOTAL		$36,700.00

PROPOSED BUDGET

SERIES		
200	Salaries	$ 4,862
	Materials and Supplies	200
	Travel	100
	Other Expenses	100
800	Fixed Charges	200
1230	Equipment	538

February 1, 1971

PROPOSED BUDGET ADJUSTMENT

Planning Grant--$6,000.00

Salary		
½ Time director (4 months)	$ 2069.19	
extended time (10 days)	498.60	
		2567.79
Equipment:		
Audio-mate	189.50	
Mounter (hand)	49.50	
A-V cart/power attachment	41.95	
Porta-trace table	50.00	
Cassette Sound-Off	15.95	
Tape Duplicator	825.00	
Tape Players	565.00	
Others to be selected	263.55	
		2000.00
Supplies		
Slide holders (plastic)	17.40	
Cassette head cleaners	6.00	
Cassette album	3.25	
Cardboard mounts (½ size)	12.50	
Cartridges	260.00	
Prepared tapes and records	500.00	
Others to be selected	200.00	
		1000.00
Travel		
	200.00	
		200.00
Miscellaneous		
	232.21	
		232.21
		$ 6000.00

March 31, 1971

Proposed Budget Adjustment--Title III Project # 51-0002-17

Audio Retrieval System

At Huron Senior High School

Planning Grant--$6000.00

Salary		
½ time director (4 months)	2,069.19	
extended time (10 days)	498.60	
		2,567.79
Equipment		
Audio-mate	189.50	
Mounter (Hand)	49.50	
A-V cart / power attachment	41.95	
Porta-trace light table	50.00	
Cassette Sound Off	15.95	
Tape Duplicator	825.00	
Tape Players / Headsets (15)	515.25	
Others to be selected	313.30	
		2,000.00
Supplies		
Slide Holders (plastic)	17.40	
Cassette Head Cleaners	6.00	
Cassette Album	3.25	
Cardboard Mounts (½ size)	12.50	
Cartridges (200)	260.00	
Prepared Tapes and Records	300.00	
Others to be selected	100.85	
		700.00
Travel	200.00	200.00
Evaluation	300.00	300.00
Miscellaneous	231.21	231.21
		$6,000.00

May 1971

Budget Adjustment

Additional grant from Title III		$ 600.00
Travel Account credited	500.00	
Supplies Account credited	100.00	

May 11, 1971

PROPOSED BUDGET FOR 1971-1972

Salaries		
Director--10 months	9827.40	
Clerical help--1.85/hr. 36 wks.	2000.00	
		11,827.40
Fixed Charges		
On Director's salary of $10,527.40	735 60	
On Aide salary of $2000.00	104.00	
		839.60
Equipment		
Copier	2200.00	
Reel to Cassette duplicator	850.00	
Cassette recorders--25 @ $40	1000.00	
Cassette players--35 @ $30	1050.00	
Headsets--55 @ $7	385.00	
Dukane cassette projectors--4 @ $325	1400.00	
Individual filmstrip viewers--15 @ $30	450.00	
Dissolve unit	400.00	
Camera	400.00	
Light stand for camera	150.00	
Others to be selected	115.00	
		8,400.00
Supplies		
Paper, stencils, ditto, off-set materials	100.00	
Blank tapes--1800 @ $1.40	2520.00	
Prepared tapes--900 @ $7.00	6300.00	
Records--200 @ $5.00	1000.00	
Accompanying media--print and nonprint	500.00	
Others to be selected	80.00	
		10,500.00
Electrical Work	800.00	
		800.00
Consultants--2 days @ $100	200.00	
		200.00
Travel--Staff and Consultants		
Mileage @ 10¢ and per deim @ $30	500.00	
		500.00
Evaluation		
Specialist consultation and services	700.00	
Specialist travel and expense	144.00	
Materials--paper, ditto, testing sheets	200.00	
Director's time	700.00	
		1,744.00
TOTAL		$ 34,811.00

PART II

NARRATIVE REPORT

Section A: EVALUATION

1. Extent to which the actual antecedents were representative of the intended antecedents:

a. Students:

Does not apply as this is a planning grant only

b. Teaching Staff:

Because this portion of the program was non-operative, teachers were not involved to any great extent. A pre-service meeting was planned and held during the curriculum workshop the first two weeks in June, 1971. The first session met June 3, with a repeat of this meeting on June 8. Representatives of 11 different departments were present. The agenda and minutes are on file in the director's office.

c. Specialists and Consultants:

1). Dr. Harris Jackoway, University City High School
University City, Missouri

On January 26 and 27, 1971, Mr. Solon, Principal; Mrs. Moxon, Librarian; and Mrs. Korthals, Director went to University City to confer with and view the project set up by Dr. Jackoway. The main purpose was to gain information about a high school level audio retrieval system that was similar to the one planned for Huron Senior High School. The experience and expertise of

of Dr. Jackoway showed all the possibilities of the system; however, in the school system itself, we found there had been a change of administration and scheduling system. Because of this, we did not get to see in operation much of what we had hoped for in the use of materials, etc. Early visitation to University City was a wise use of time as it was a basis for much of the planning done this past spring.

2). Taylor Audio-Visual, Huron, South Dakota
Representatives of Taylor Films have helped in the areas of materials and equipment, their selection, purchasing and use. Consultation with this firm was a continual process throughout the planning period and has proved most beneficial.

3). Dr. Del Colwell, U.S.D., Vermillion, South Dakota
Mrs. Moxon, Librarian, and Mrs. Korthals, Director, visited the Educational Media Center and Dr. Colwell in Vermillion in early February. He gave much assistance in the areas of production as well as in purchasing of equipment and supplies for our project. He made a tape reinforcing what was said during our visit, and we have this for reference and review.

4). Dr. Bruce Milne, U.S.D., Vermillion, South Dakota
Consultations relative to evaluations and evaluation procedures were held, and results can be reviewed in the appendix of the project.

d. Commitments:

All commitments were met in a satisfactory manner.

e. Financial Needs and Resources:

The planning grant was originally for $6000. An additional grant of $600 was awarded to cover travel expenses of the administration who visited University City High School, University City, Missouri. The grants were adequate to meet the needs of our project in view of the fact the time involved for planning was only 4 1/2 months and the director was only 1/2 time in the project.

f. Time Requirements:

Time restrictions that caused any concern were only those that need be solved on the local level. It is difficult to schedule 1/2 time classroom responsibilities and 1/2 time project responsibilities and be completely honest in saying there were no problems.

Another problem involving time restrictions is built around the fact the project director's year of employment ends a full month before the project year ends. It appears much work needs to be done the month prior to the ending of the funding year. The director's re-employment year begins again the middle or end of August.

g. Facilities, Equipment, and Materials:

These needs were satisfactorily met for the plan period.

h. Others:

None

2. Transactions:

   There were no operational transactions because this is only a planning grant.

   Personnel transactions required to plan the project were satisfactorily completed as indicated under #1c and other evidence as presented in this entire application.

3. Objectives and Intended Outcomes:

   Does not apply as this is a planning grant.

   (copies of technical evaluation reports are attached)

4. Achievements of the project related to the needs that the project was to meet.

   Does not apply as the program is not yet operational.

5. Unanticipated problems that are important for potential adopters to know:

   As yet we have not experienced unanticipated problems.

   Expectations are these will occur after operation begins.

6. Dissemination:

   This activity will begin upon becoming operational.

7. Information which indicates the extent of involvement with non-public schools:

   There are no non-public schools in our area so there is no involvement.

8. Relevant or significant materials, bibliographies, etc. that have been developed:

   Does not apply to the planning grant period.

ACTIVITY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	JULY
Preview Hardware	X	X	X					X				
Preview Software	X	X	X	X		X	X					
Purchase Hardware		X	X	X					X			
Purchase Software		X	X	X	X	X	X					
Train Teachers		X	X									
Train Aides		X	X									
Dev. Local Materials		X	X	X	X	X	X	X	X	X		
Evaluation Pre-test		X										
Evaluation Post-test									X			
Compile Eval. material			X							X		
First year reports									X	X		
Dissemination of materials			X			X	X	X	X			
Provide Technical Assist.		X	X	X	X	X	X	X	X	X		

SECTION B: TITLE III BUDGET SUMMARY FOR PROJECT

Breakdown of Total Estimated Budget by Source	Budget Period			TOTALS
	First	Second	Third	
1. State Title III Funds	$6600	$34,811	$16,000	$57,291
2. Other Federal Funds see attached sheet	$ 300	$ 1,000	$ 500	1,800
3. Local Funds see attached sheet	$ 532	$ 1,000	$ 1,200	2,732
4. Other Funds				
TOTALS	$7432	$36,811.00	$17,700	$61,823
5. Amount of Line 1 Budgeted for Handicapped				

SECTION C: PUPIL POPULATION DATA

1. Membership and Participation			Pre-Kindergarten	Kindergarten	Grades 1 - 6	Grades 7 - 12	TOTAL
a.	Membership of Schools Served by Title III Project	Public Schools				950	950
		Non Public Schools					
b.	Number of Students Participating in Title III Project	Pubiic Schools				950	950
		Non Public Schools					
c.	Circle Grade Levels of Participating Pupils Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12						

2. Racial / Ethnic Data			Negro	Indian	Oriental	Spanish Surnamed	Caucasion	Other	TOTAL
a.	School Membership		1	15			934		950
b.	Project Participants	General	1	15			934		950
c.		Handicapped							

3. Other Project Data

a.	Total Student Participation	No.	950
b.	Staff Engaged in In-service Training	No.	51
c.	Other Adults	No.	
d.	Total Number of Project Participants (a through c)	No.	1001
e.	Current Per Pupil Expenditure (Excluding Federal Support) figures not available	Cost	
f.	Current Per Pupil Expenditure (Including Federal Support)	Cost	$5.99
g.	Additional Per Pupil Expenditure for Project Participants	Cost	7.82
h.	Estimated Percentage of Target Group which is:		
	Urban (More than 50,000 Inhabitants)	%	
	Rural (Less than 2,500 Inhabitants)	%	19%
	Other Demographic Areas (From 2,500 to 50,000 Inhabitants)	%	81%

Section B

2. Other Federal Funds

1st	$300.00	Title II	$300.00	
2nd	$1000.00	Title II	$300.00	
		Title I	$400.00	Dropout Program & Reading Program
		N.D.E.A.	$300.00	
3rd	$500.00	Title II	$200.00	
		Title I	$200.00	
		N.D.E.A.	$100.00	

3. Local Funds

1st	Fixed charges	$232.00
	Library budget	$300.00
2nd	Library Budget	$300.00
	Capital Outlay-Typewriter	$250.00
	Construction	$450.00

SECTION D: TOTAL PROJECT STAFF

School Personnel by Function	Number of Personnel Assigned to Project						Total Full Time Equiv.
	Paid from Title III Funds			Not Paid from Title III Funds			
	Full Time	At Least Half Time	Less Than Half Time	Full Time	At Least Half Time	Less Than Half Time	
1. Admin. / Supervision		1					.50
2. Teachers - General							
a. Pre - Kindergarten							
b. Kindergarten							
c. Grades 1 - 6							
d. Grades 7 - 12							
e. Other							
3. Teachers - Handicapped							
a. Trainable Mentally Retarded							
b. Educable Mentally Retarded							
c. Hard of Hearing							
d. Deaf							
e. Speech Impaired							
f. Visually Impaired							
g. Emotionally Disturbed							
h. Crippled							
i. Learning Disabled							
j. Other Health Impaired							
4. Sub. Matter Specialists							
5. Technicians (A.V., Computer, etc)							
6. Pupil Personnel Workers							
7. Health Services							
8. Evaluators							
9. Disseminators							
10. Other Professional							
11. Paraprofessionals, Aides							
12. Community Liaison Personnel							
13. Other Nonprofessionals							
a. Clerical							
b. Other							

SECTION E: Number of person who participated in programs or services and estimated cost

		PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic) Pre-K	K	Grades 1 - 6	Grades 7 - 12	Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
DIRECT EDUCATIVE SERVICES	BASIC SKILLS	1. Remedial a. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural science and mathematics								
		f. Other - specify								
		2. Regular Enrichment g. English language arts (except reading)								
		b. Reading								
		c. Cultural - specify								
		d. Social sciences/social studies								
		e. Natural sciences and mathematics								
		f. Other - specify								
		3. Diff. Curr. for Handicapped a. Trainable mentally retarded								
		b. Educable mentally retarded								
		c. Hard of hearing								
		d. Deaf								
		e. Speech impaired								
		f. Visually impaired								
		g. Emotionally disturbed								
		h. Crippled								
		i. Learning disabled								
		j. Other health impaired								
		4. Vocational Skills and Attitudes								
		5. Textbooks								
SUPPORTING SERVICES		1. a Audiovisual Materials				950				$967
		b. Books, Periodicals etc. (Except Textbooks)								
		c. Library, AV, other media personnel								
		2. a. Vocational Guidance and Counseling								
		b. Other Guidance and Counseling								
		3. Testing								
		4. School Psychological Services								
		5. Attendance and School Social Work								
		6. Health Services								
		7. Pupil Transportation								
		8. Food Services								
		9. Clothing								
		10. Student Subsidies								
		11 Special Services for Handicapped a. Trainable Mentally Retarded								
		b. Educable Mentally Retarded								
		c. Hard of Hearing								
		d. Deaf								
		e. Speech Impaired								
		f. Visually Impaired								
		g. Emotionally Disturbed								
		h. Crippled								
		i. Learning Disabled								
		j. Other Health Impaired								
		12 Other Pupil Services								

SECTION E CONTINUED

PROGRAMS OR SERVICES	Pupils by Grade Level (Public and Nonpublic)				Non-public School Pupils	Adults (Exclude Project Staff)	Teachers who receive in-service Training	ESTIMATED COST
	Pre-K	K	Grades 1 - 6	Grades 7 - 12				
1. General Administration								
a. Information Dissemination								
b. Other				950				$1670
2. Instructional Administration								
a. School Wide Direction & Management								
b. System Wide Direction & Management								
c. Instructional Supervision								
3. Program Development								
a. Research and Development								
b. Planning X				950				$1500
c. Evaluation X				950				$297
d. Demonstration								
4. Personnel Development (in-service training) X								$100
5. Maintenance and Operation of Plant								
6. Fixed Charges								
7. Other Supporting Services								
8. Ancillary Services								
9. Capital Outlay								
a. Sites and Buildings								
b. Audiovisual Equipment X								$2054
c. Other Instructional Equipment								
d. Noninstructional Equipment								

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PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:
Huron Independent School District #4
Huron Senior High School
Huron, South Dakota

Budget Period of this Report
from ~~Feb. 1, 1971~~
to July 15, 1971

Report Purpose: Check One
- [ ] Proposed Budget Summary
- [ ] Negotiated Budget
- [ ] Quarterly Expenditure Report
- [x] Final Expenditure Report (estimated)

Project Number: 51-0002-17

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-Professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100	2567.79		300.00		400.00			3267.79	3265.19	2.51
2. Instruction	200				972.21	300.00			1272.21	1266.09	6.21
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500										
6. Operation of Plant	600										
7. Maintenance of Plant	700										
8. Fixed Charges (Except 830)	800										
9. Leasing of Facilities	830										
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	1210C										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	1220C										
16. Capital Outlay (Equipment only)	1230						2060.00		2060.00		
17. BUDGET TOTALS		2567.79		300.00	972.21	700.00	2060.00		6600.00	6585.38	14.62
18. Obligations and Expenditures to Date		2567.79		297.40	967.16	698.93	2054.10		6585.38		
19. Balances Available: Line 17 minus Line 18		----		2.60	5.05	1.07	5.90		14.62		

This fiscal report is correct and the expenditures included herein are deemed properly chargeable t : grant award.

Signature of Person authorized to receive grant

Date Reported

Feb. 1, 1971 to July 15, 1971

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 100

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
100	Ella Korthals, Director		x		2567.79	2567.79	2567.79	2567.79	.00
100	Travel for Administration					700.00	700.00	698.93	1.07
100	Evaluation Consultation & Services					300.00	300.00	297.40	2.60
	Sub total					3567.79	3567.79	3564.12	3.67

Feb. 1, 1971 to July 15, 1971

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
200	Prepared tapes and records				5.00-15.00	300.00	300.00	300.00	.00
200	Cartridges			200	1.30	260.00	260.00	260.00	.00
200	Mounts			1 box		12.50	12.50	12.50	.00
200	Slide Holders			2 boxes	8.70	17.40	17.40	17.40	.00
200	Head Cleaners			2	3.00	6.00	6.00	6.00	.00
200	Album			1	3.25	3.25	3.25	3.25	.00
200	Rubber stamp			1	1.80	1.80	1.80	1.80	.00
200	Phono-jacks			2	2.45	4.90	4.90	4.90	.00
200	Other supplies to be selected					400.00	400.00	394.95	5.05
	Sub total					1005.85	1005.85	1000.80	5.05

Feb. 1, 1971 to July 15, 1971

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 1200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
1230	Audio Mate recorder-pulser			1		189.50	189.50	189.50	.00
1230	Mounter			1		49.50	49.50	49.50	.00
1230	A-V Cart			1		41.95	41.95	41.95	.00
1230	Porta trace light table			1		50.00	50.00	50.00	.00
1230	Cassette Sound-Off			1		15.95	15.95	15.95	.00
1230	Tape Duplicator			1		825.00	825.00	825.00	.00
1230	Tape players / headsets			15		515.25	515.25	515.25	.00
1230	Others to be selected					339.21	339.21	333.31	5.90
	Sub total					2026.36	2026.36	2020.46	5.90
	Complete total					6600.00	6600.00	6585.38	14.62

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PROPOSED BUDGET SUMMARY OR EXPENDITURE REPORT OF FEDERAL FUNDS
ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, P. L. 89-10, AS AMENDED

Name and Address of Local Educational Agency:
Huron Independent School District #4
Huron Senior High School
Huron, South Dakota

Project Number:

Budget Period of this Report
from July 15, 1971
to July 15, 1972

Report Purpose: Check One
- [x] Proposed Budget Summary
- [ ] Negotiated Budget
- [ ] Quarterly Expenditure Report
- [ ] Final Expenditure Report

EXPENDITURE ACCOUNTS		EXPENSE CLASSIFICATION								For Expenditure Reports	
FUNCTIONAL CLASSIFICATION	Acct. No.	SALARIES Professional	SALARIES Non-Professional	Contracted Services	Materials and Supplies	Travel	Equipment	Other Expense	BUDGET TOTALS	Obligations and Expenditures to date	Balance Column 10 minus Column 11
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
1. Administration	100	5000.00	925.00		200.00	644.00			6769.00		
2. Instruction	200	5527.40	1075.00	900.00	10,500				18,002.40		
3. Attendance Services	300										
4. Health Services	400										
5. Pupil Transportation Services	500										
6. Operation of Plant	600										
7. Maintenance of Plant	700										
8. Fixed Charges (Except 830)	800	735.60	104.00						839.60		
9. Leasing of Facilities	830										
10. Food Services	900										
11. Student Body Activities	1000										
12. Connumity Services	1100										
13. Improvement to Sites	12100										
14. Construction (Include remodeling over $2000)	1220										
15. Remodeling ($2000 or less)	12200			800.00					800.00		
16. Capital Outlay (Equipment only)	1230						8400.00		8400.00		
17. BUDGET TOTALS		11,263	2104.00	1700.00	10,700	644.00	8400.00		34,811.00		
18. Obligations and Expenditures to Date											
19. Balances Available: Line 17 minus Line 18											

This fiscal report is correct and the expenditures included herein are deemed properly chargeable to the grant award.

Signature of Person authorized to receive grant

Date Reported

July 15, 1971 to July 15, 1972

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 100

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only: Expended or Obligated	For Continuation and Final Reports Only: Balance
Salaries Professional	Ella Korthals, Director	X		10 mo.	$5000	$5000			
Salaries Non-Professional	Clerical Aide								
	1.85/hr. for 500 hrs. 36 weeks	X		9 mo.	$925	$925			
Travel	Travel for Administration & Staff								
	10¢/mile=2000 miles				$200.00	$200.00			
	$30/day=10 days				$300.00	$300.00			
	Total Budgeted Amount					$6425.00			

July 15, 1971 to July 15, 1972

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 200

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only: Expended or Obligated	For Continuation and Final Reports Only: Balance
Salaries Professional	Ella Korthals, Director	X		10 mo.	5527.40	5527.40			
Salaries Non-Professional	Clerical Aide								
	1.85/hour for 581 hours 36 weeks	X		9 mo.	1075.00	1075.00			
Contractual Services	Evaluation Consultants & Services								
	Dr. Milne-Instrumentation& Processing Data			7 days	100/da.	700.00			
Contractual Services	Inservice Consultants- A team from U.S.D.- Chairman-Dr. Colwell			2 days	100/da.	200.00			
Travel	Consultant's travel expense 4 trips-360 mi. ea. 10¢/mi.			4 trips of 360 mi. ea. 1440 mi.@ 10¢		144.00			
Materials & Supplies	Evaluation Materials Stencils, off set materials, etc.					200.00			
Material & Supplies	Paper, envelopes, stationery, dittos, office supplies, etc.					100.00			
Mat.&Sup.	Blank tapes			1800	1.40	2520.00			
Mat.& Sup.	Prepared tapes			900	7.00	6300.00			
Mat. & Sup.	Records			200	5.00	1000.00			
Mat. & Sup.	Accompanying media-print and non print			100 pieces	5.00	500.00			
Mat. & Su	Other items to be selected					80.00			
	Total Budget Amount					18,346.40			

July 15, 1971 to July 15, 1972.

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 800

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only: Expended or Obligated	For Continuation and Final Reports Only: Balance
Salaries Professional	Ella Korthals, Director								
	1. Soc. Security-5.2% on $7800					405.60			
	2. Retirement - 3.5 on $6000					210.00			
	3. Insurance $120.00/yr.					120.00			
Salaries Non-Professional	Clerical Aide								
	1. Social Security					104.00			
	Total Budgeted Amount					839.00			

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July 15, 1971 to July 15, 1972

SUPPLE .ENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 1220

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Contracted Services	Lothrop Electric Wire Carrels			29		800.00			
	Total Budgeted Amount					$800.00			

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July 15, 1971 to July 15, 1972

SUPPLEMENTARY BUDGET SCHEDULE

EXPENDITURE ACCOUNT NO. 1230

Expense Class	Name and Title, Purpose or Item	Full Time	Part Time	Quantity	Salary Rental or Unit Cost	Porposed Amount	Negotiated Amount	For Continuation and Final Reports Only	
								Expended or Obligated	Balance
Equipment	Copier			1	2200.00	2200.00			
	Reel to Cassette duplicator			1	850.00	850.00			
	Cassette Recorders			25	40.00	1000.00			
	Cassette Players			35	30.00	1050.00			
	Headsets			55	7.00	385.00			
	Cassette Filmstrip Projectors			4	325.00	1400.00			
	Individual Filmstrip Viewers			15	30.00	450.00			
	Dissolve Unit			1	400.00	400.00			
	Camera/change of lens			1	400.00	400.00			
	Light stand			1	150.00	150.00			
	Others to be selected as needed					115.00			
	Total Budgeted Amount					8400.00			

July 15, 1971 to July 15, 1972

SUPPLEMENTARY SCHEDULE
Anticipated Monthly Expenditures

MONTH	SALARIES		Contracted Services	Materials and Supplies	Travel	Equipment	~~fixed ch.~~ Other Expenses	Monthly Totals
	Professional	Nonprofessional						
Aug.								
Sept.	1053.00		800.00				83.96	1936.96
Oct.	1053.00	222.00	400.00	4000.00	100.00	4000.00	83.96	9858.96
Nov.	1053.00	222.00	100.00	3000.00		3000.00	83.96	7858.96
Dec.	1053.00	222.00	100.00	2000.00	200.00	1000.00	83.96	4658.96
Jan.	1053.00	222.00		1000.00			83.96	2358.96
Feb.	1053.00	222.00		500.00	100.00		83.96	1958.96
Mar.	1053.00	222.00		200.00			83.96	1558.96
Apr.	1053.00	222.00			100.00		83.96	1458.96
May	1053.00	222.00	100.00		100.00	400.00	83.96	1558.96
June	1050.40	224.00	200.00		44.00		83.96	1602.00
July								
TOTALS	10,527.40	2000.00	1700.00	10,700.00	644.00	8400.00	839.60	34,811.00

ADMINISTRATIVE MANUAL

Huron High School
ESEA Title III Project

Center Report Series 71-115

Bruce G. Milne, Evaluator

May, 1971

Educational Research and Service Center
School of Education
University of South Dakota
Vermillion, South Dakota

ADMINISTRATIVE MANUAL

Audio Retrieval Information Program
Huron High School
Huron, South Dakota

This administrative manual and the accompanying set of evaluation instruments have been developed specifically for the evaluation of the Audio Retrieval Information Program at Huron High School. The major consideration of this evaluation has been to relate the evaluation profile to the measurement of the impact of this program on the educative process. Such a profile calls for the use of instruments which will draw information from the students, teachers, and administrators of Huron in order to get a representative picture of the success of the program.

There are three major parts to the evaluation program. First is the pre-test data which has been fully developed at this point and should be initiated as soon as the project is funded. The second part of the evaluation is the ongoing evaluation which involves not only the measuring of the effects of the Audio Retrieval Information Program upon the teaching-learning process, but also involves the development of a record keeping and reporting system on the progress of the program. Third, there needs to be a post-test evaluation period which will involve the re-testing of student, teacher, and administrative attitudes, cognitive gains, and use of the audio components used in the program. Also in the post evaluation, it will be necessary to determine the contextual factors influencing the expected and unexpected final outcomes.

Pre-Test Evaluation

In developing the criteria and methods for evaluating the selected procedures and program objectives, it will be necessary to establish baseline data. Such data should reveal the existing knowledges and attitudes held by the teachers, students, and administrators as to the potential of audio retrieval information in the Huron High School program. In designing instruments which will yield such data, several specific items are sought:

Cognitive: Do the students, teachers, and administrators know that -

1. Learning strategies and potentials are limited without adequate multi-media resources, particularly those emphasizing audio learning?
2. There is an opportunity to remove some of the more pressing learning problems by the use of audio learning aids?
3. There is a wealth of curricular enrichment programs presently available on tapes?
4. There are many student and teacher activities which can be enhanced by the use and reliance upon audio learning aids?
5. Audio-media will enhance individualized instruction and will provide a unique opportunity for students to pursue their own interest fields in learning?

Affective: Do the students, teachers, and administrators feel that -

1. Their school program is lacking in potential because of the failure to have access to or use multi-media, particularly audio-media?
2. There is a need for individualizing the instructional program as much as possible?
3. There is a need for emphasizing audio learning in the instructional program?
4. There is a rich heritage of intellectual, cultural, and entertainment in the world of sound?
5. There needs to be an emphasis placed upon listening skills in today's social, economic, and political interaction?
6. There are a multitude of uses for audio-media in assisting the teaching-learning situation in the Huron High School?
7. There are the added benefits of self-expression, self-teaching, and self-evaluation to the teacher-learner situation?
8. There are certain informations and learning concepts which are better gained through audio means than by just reading?

Further information will be sought which will identify a variety of isolated and also related factors which will aid in the evaluation of the audio retrieval program:

1. Gaining the identification of students and teachers who have positive attitudes toward change and will assist in the development of a sound, working audio-media program.
2. Gaining the identity of a sample population of students whose behavior in the audio-media instructional program can be observed in greater detail so that an analysis of the impact of the program on students can be determined.
3. Gaining an identification of areas of the curriculum where audio-media is already being used and seeking information as to where the use can be extended.
4. Gaining an identification of the instructional areas where little or no audio-media instruction is being used and determining what sound programs could be used in those areas.
5. Gaining an identification of those students who could benefit most from the use of audio-media in remedial or enrichment programs.

All of the statements used in the survey instruments will be directly related to the Huron High School Audio Retrieval Information Program. A simple statement of purpose and intent accompanies each of the data gathering instruments. No attempt will be made to invade upon the privacy and academic rights of the teachers, the students, or the administration of the school in this evaluation.

Ongoing Evaluation

An ongoing evaluation has been developed for the study of the audio retrieval program. The intent of such an evaluation is to determine the extent to which the program is being implemented as planned and the extent to which the program goals are being achieved. Periodic checks should determine reasons for any discrepencies between what has been planned and is actually being performed. Any gap between planning and actual progress will be reported as feedback

information to the project director for decision-making purposes.

The ongoing evaluation program is not included in this manual; however, it is strongly recommended that such an evaluation include the following provisions:

1. An accurate accounting of finances, equipment, materials, and project transactions.
2. An accurate record of all audio-tapes should be kept and a catalog system be developed so that the tapes can be of greater utility in the instructional program.
3. A record system of student use of the audio retrieval program should be developed and maintained.
4. A record system of teacher use of the audio retrieval program should be developed and maintained.
5. A recorded document (letter, agenda, or report) should be filed for all consultant and specialist visits, in-service programs, and other programs or activities connected with the project.
6. A public information and relations program should be instituted and records kept of the announcements, bulletins, visits, and other feedback information derived from this project.
7. Periodic checks should be made with the staff and administration as to the effectiveness of the project in their area of concern. Such information should be recorded and placed on file.
8. Periodic interviews should be held with teachers and students who are using the audio-media to determine any behavioral change in study habits, etc. that can be attributed to the project.
9. Periodic checks should be made and recorded by the project director and the administration of the school as to the adequacy of the program, equipment, and facilities.
10. A definite, scheduled system of ongoing analysis should be designed and set into motion. Records should be kept on information gained, and an evaluation log should be used to keep the ongoing evaluation record for decision-making purposes. All relevant or significant materials, project publications, etc. that have been developed in connection with the project should be kept in a scrapbook manner along with photographic documentation of student and teacher utilization of the audio-media.

The validity of the evaluation of this project is highly dependent upon change in student and teacher utilization of the audio retrieval system. Any evaluation which can show the degree or extent of such utilization will enhance not only the evaluation itself but will serve as both demonstrative and exemplary information for other schools considering using such a program. The reliability for this survey can be best determined by the various cross-reference checks built into the ongoing evaluation. If the program evaluation is to be reliable, it will have to show that the audio-media has made both a wide-spread and consistent impact on the learning situation.

Post-Test Evaluation

Near the end of the Title III funding period, a final evaluation will be made following the basic design of the pre-testing program. Correlation studies between pre and post data will be made. It is hypothesized that the post-test

data will indicate that:

1. The Audio Retrieval Information Program did make a positive impact on the educative process at Huron High School.
2. Based on the behaviors of selected student case studies, the program has aided in individualizing the instructional program and made inroads into perceived areas of learning difficulties.
3. The instructors have developed audio-media components into a wide-range of subject-content areas and classroom learning procedures.
4. There will be a favorable, positive attitude developed by both the students and the teachers toward audio-learning, audio-teaching, and audio-evaluation.
5. There has been developed an economically feasible model audio retrieval information program which can be replicated in other schools in the state of South Dakota, and they can anticipate a positive impact on their instructional program.

In-Service Training Sessions

Based on the findings of the pre-test evaluation and the objectives designed into the proposal, an in-service training program will undoubtedly be required. Such programs should clearly state to the faculty the objectives of the Title III project, the perceived and assessed areas of need, and the aspirations for the audio-media project. Once stated and received by the faculty (and students), an attempt should be made to assist the instructors and students in the development of typical and innovative uses of the audio-media equipment. The in-service programs and their purposes should be clearly defined so that both may be evaluated. Such evaluations will provide additional support data for assessing the project's success.

Reporting

A final summary will include the pre-test findings, ongoing evaluation results, and the post-evaluation report. This summary will be included as supportive information in the final report on the ESEA Title III project.

AN EVALUATION SCHEDULE
for the
HURON HIGH SCHOOL
AUDIO RETRIEVAL INFORMATION PROGRAM

Note: The asterisk denotes the involvement of the Educational Research and Service Center

		Time Factor
NEEDS ASSESSMENT		Already completed
PROGRAM DEVELOPMENT		
1.	Determine the contextual factors influencing the planning decisions (resources, constraints, facilities, personnel, equipment, etc.)	In process now
* 2.	Determine procedures for implementing criteria and methods for evaluating the project's objectives	In process now
* 3.	For each of the project objectives, construct an evaluation plan and instrumentation	In process now
* 4.	Evaluate final set of plans and instrumentation	by July 15, 1971
PRE-TEST EVALUATION		
1.	Issue student attitude survey	September, 1971
2.	Issue teacher attitude survey	September, 1971
3.	Issue administrative-staff evaluation instrument	September, 1971
4.	Issue cognitive survey to students and teachers	September, 1971
* 5.	Select students from random sample for observation in case study method	October, 1971
* 6.	Identify teachers with positive attitudes for experimental purposes	October, 1971
* 7.	Analyze and interpret pre-test evaluation information and data	October, 1971

		Time Factor
* 8.	Report results of pre-test survey to decision-makers	October-November, 1971

ONGOING EVALUATION

1.	Establish various record-keeping systems cited in the administrative manual	To begin immediately and continue throughout project
2.	Assess the extent to which program is being implemented as planned	Periodically throughout school year
3.	Assess the extent to which the program goals are being achieved	Periodically throughout school year
4.	Report any discrepancies between planned and actual operation	Whenever determined
5.	Report any discrepancies between planned and actual progress	Whenever determined
6.	Make report to the decision-making bodies of any significant results from the ongoing program	By April, 1972
7.	Review and modify evaluation procedures and strategies for reapplication	By April, 1972
* 8.	Prepare evaluation components for refunding application	By May 15, 1972

(A similar pattern is expected for the 1972-73 and 1973-74 fiscal years.)

POST-TEST EVALUATION

* 1.	Determine outcomes of evaluation procedures, strategies, and design	30 days prior to end of the project funding period
* 2.	Collect outcome evaluations of all ongoing records, documents, etc.	30 days prior to end of the project funding period
* 3.	Analyze and interpret post-test evaluation information and data	Prior to the end of the project
* 4.	Report findings to decision-making and reporting body	At the end of the project

Note: The present evaluation contract with the Educational Research and Service Center only extends through the pre-test period and further work will have to be contracted at a later date.